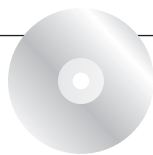


...it be necessary to mention that my  
...were given to the public without ce  
...and that every direct and indi  
...to reward them (as appeared by the  
...of G. Miller - and the vote of 50 shares  
...navigation of a who knew that I am  
...State of Virg. should carry with it  
...any more that I should carry with it  
...of reward - you can best judge  
...is his fixed hunt, the same  
...after.

The information given in these sheets related from memory, I believe to be depended upon. - It is hastily & rectly related - but not so much reasons, as some other of Humphreys' requests. That after it is received what ~~can~~<sup>he</sup> shall judge necessary give it in ~~some~~<sup>his</sup> own words. The whole of what I have con- may be returned to ~~me~~, or com- me flatter. - some of the enum- at this and perhaps me committed;

# Analyzing Documents



For Part A, Level 1  
use Resource Pages 15–20 and  
Image 12 on the CD-ROM.

*Becoming George Washington* relies solely on primary source material, the writings of George Washington. The documents span Washington's young adult life and were written for different purposes. The 1748 journal is a personal account and chronicles the details of his early life. The 1753 journal carefully chronicles his journey to the Ohio Country for Virginia's governor and appears to be more of a work assignment, detailing his actions. The "Remarks," composed about 30 years after the fact, were written specifically for his biographer, David Humphreys. In writing these comments Washington intended to correct mistakes, expand on information, and perhaps justify or explain his later behavior. Unlike secondary source material, these primary sources allow students an inside look into Washington—his personality and reactions to key events in his life. As students work with the excerpts, it is important that they remember that

Washington might not be the most objective of commentators. Also, in his "Remarks," he is writing about events that took place decades earlier.

As students analyze Washington's writings, have them consider whether their own writings offer the fairest interpretations of their lives. How accurate do they think their own memories of current events will be 30 years from now? Do they think that they tend to inflate their own roles or gloss over problems? Do they believe that later achievements affect our perspective on earlier accomplishments?

## A DBQ Activity

*Becoming George Washington* has asked students to consider key events that shaped the man who would become General Washington and President Washington. In a concluding activity, students can relate those earlier experiences to Washington's later success as a leader. Using **Resource Pages 16–20**, you can construct a Document-Based Question (DBQ) activity. Present the following assignment: Using knowledge of George Washington gained from your study of his early years and these documents, explain two reasons why Washington was a successful leader later in life.

Provide copies of **Resource Pages 16–20**:

**Resource Page 16:** The Young George Washington Retires; **Resource Page 17:** Washington Takes Command; **Resource Page 18:** Washington in Command; **Resource Page 19:** President Washington; **Resource Page 20:** "George Washington" by Gilbert Stuart

If possible, use **Image 12: George Washington, 1796**, to make a transparency of the Gilbert Stuart painting.

Have students answer the Scaffolding Questions that accompany each document. Then ask them to answer the DBQ by writing essays based on the evidence.



**For background information, students can use Resource Page 15: Timeline: George Washington's Later Years.**

**Discuss with students the different depictions of Washington by Peale and Stuart (Images 11 and 12), painted 24 years apart. How did each artist show him as a heroic figure? What symbols might artists today use to depict someone as a heroic figure?**

## Key Questions for Document Analysis

- **When was the document written?**
- **Who wrote it?**
- **For whom was it written (audience)?**
- **Why was it written?**
- **What was its purpose?**
- **What is it about (content)?**
- **What is the author's relationship to the document's contents?**
- **What is the author's point of view?**
- **Is the document public or private?**

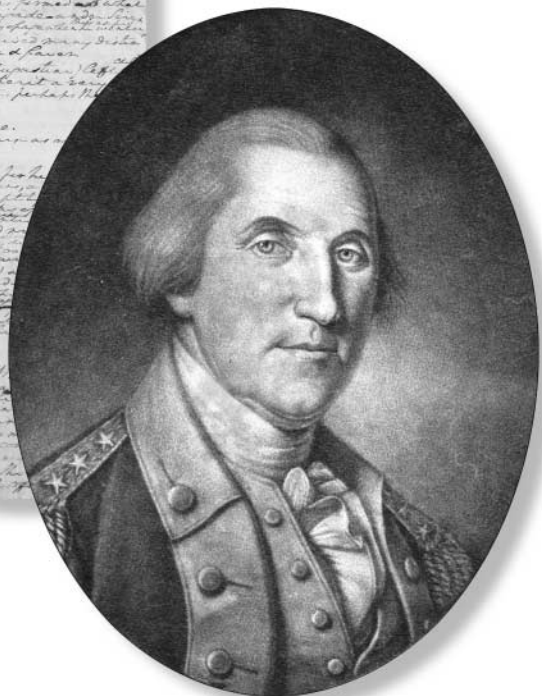
# About George Washington's "Remarks"

Although George Washington kept extensive diaries and wrote numerous letters and other documents, he shied away from personal reflection, preferring to let official accounts tell the story of his life and achievements. In 1786, however, Washington agreed to allow his friend and aide Colonel David Humphreys to write his biography. A year or so later, Washington corrected Humphrey's initial draft. He entitled his edits "Remarks."

In editing the biography Washington was moved to tell the story of his adventures as a young man in his 20s, when he was trying to distinguish himself as a military officer. He recounts his experiences from late 1753 to the end of 1758, the five-year period when he led Virginia troops in the French and Indian War.

Washington did not write his "Remarks" for posterity. Instead, he instructed his aide to burn or return the manuscript. Thankfully for history, the aide did not comply with the request. The 11-page manuscript, which had been held in private hands, was purchased for the commemoration of the 250th anniversary of the French and Indian War with funds made available by the Laurel Foundation, Suzy and Jim Broadhurst, and Diane and Glen Meakem. Publicly displayed for the first time during the commemoration, the manuscript is housed at Fort Ligonier in western Pennsylvania.

Facsimiles of the manuscript and a full transcription appear on the CD-ROM that accompanies *Becoming George Washington*.



# Timeline: George Washington's Later Years



The Stamp Act is repealed. The next year, however, the British impose the Townshend Acts on the colonies, placing duties on certain imported goods.

1766

1767

At Mount Vernon, Washington decides to plant wheat and corn and not as much tobacco.

The Boston Massacre takes place. British troops, who had been sent to the city, kill five colonists. The Townshend duties are repealed, except for a tax on tea.

1770

1773

The Tea Act goes into effect, forcing the colonists to only purchase British tea. In June, Washington's stepdaughter, Patsy, dies. In December, colonists dump British tea into Boston Harbor.

The Intolerable Acts, passed by the British Parliament, take effect. Boston's port is closed and Thomas Gage, commander of the British forces in North America, becomes royal governor of Massachusetts. Washington is one of the signers of the Fairfax Resolves. Written by patriot George Mason (after discussion with Washington), the Resolves promote the right to self-government and a boycott of British goods. It was Washington who presented the document to the House of Burgesses. From September to October, Washington is one of seven delegates from Virginia to the First Continental Congress in Philadelphia.

1774

1775

In April battles take place in Lexington and Concord, Massachusetts, sparking the Revolutionary War. In May colonial soldiers seize Fort Ticonderoga and Crown Point in New York and take British artillery. In June, the battle at Breed's Hill in Charlestown, Massachusetts, occurs. From May to June, Washington attends the Second Continental Congress in Philadelphia. In June he is unanimously elected to lead the Continental forces. That same month, he travels to Cambridge, Massachusetts, to take charge of the troops.

Thomas Paine publishes *Common Sense*, a pamphlet advocating independence. Washington and his troops are in New York. In July, the Declaration of Independence is adopted. In August, Washington and his troops are defeated at the Battle of Long Island but are victorious four months later at the Battle of Trenton (December 25-26).

1776

## Becoming GEORGE WASHINGTON





The Battle of Monmouth takes place with no clear winner. In December, the British capture Savannah, Georgia.

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**1777**

In January, Washington and his troops are victorious again at the Battle of Princeton in New Jersey. After the battle, they move to Morristown, New Jersey, until May. In late summer and early fall, Washington and his men are defeated at the Battles of Brandywine and Germantown in Pennsylvania. In New York, General Horatio Gates, the commander of the Northern Department, defeat the British at the Battle of Saratoga. In November the Articles of Confederation are adopted, providing a framework for the government. In December Washington and his men move to Valley Forge, where they will remain for six months.

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**1778**

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In the winter, Washington and his troops are again in Morristown, New Jersey, where they endure incredible hardships.

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**1779**

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In May Charleston, South Carolina, falls to the British and three months later the British defeat Continental forces in Camden, South Carolina.

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**1780**

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The Treaty of Paris is signed on September 3. The Revolutionary War is over. In December, Washington says farewell to his officers at Fraunces Tavern in New York City and then travels to Annapolis, Maryland, to resign his commission. He is at Mount Vernon by Christmas Eve.

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**1781**

The British lose to Continental forces in Cowpens, South Carolina. In October British General Charles, Lord Cornwallis surrenders to General George Washington in Yorktown, Virginia. This is the last major battle of the Revolutionary War. The next month Washington's stepson, John Parke Custis, dies.

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**1783**

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**1787**

The Constitutional Convention is held in Philadelphia to revise the Articles of Confederation. Washington serves as president.

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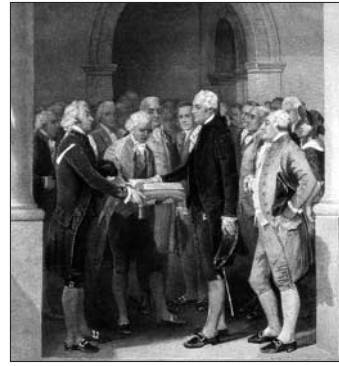
New Hampshire becomes the ninth state to ratify the Constitution.

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**1788**

Washington is unanimously elected as the country's first president. John Adams is vice president. In March, the Constitution goes into effect. On April 30, Washington takes the oath of office in New York City, the nation's capital. In the summer, Washington's mother dies. The Bill of Rights is adopted and sent to the states for ratification.

1789



1790

Washington moves to Philadelphia, the new capital of the United States.

The Bill of Rights is ratified.

1791

1793

France is at war with Britain and other European countries. Washington urges that the United States adopt a proclamation of neutrality.

Great Britain and the United States sign the Jay Treaty, which settles matters left over from the Revolutionary War. The treaty deals with trade, shipping, commerce, land boundaries, and Britain's occupation of forts on the frontier.

1794

1796

Washington's Farewell Address is printed in a Philadelphia newspaper.

John Adams becomes president of the United States. Thomas Jefferson is vice president. Washington and Martha return to Mount Vernon as private citizens.

1797

1798

The United States fears war with France. Washington is commissioned as lieutenant general and commander in chief of the army, but a land war never takes place.

Washington dies at Mount Vernon. He is 67. In his will, Washington frees his slaves, the only Founding Father to do so. Three years later, Martha Washington dies and is buried with her husband in the family vault at Mount Vernon.

1799

### Becoming GEORGE WASHINGTON

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Text credit: Adapted from *George Washington: The Writer*, compiled and edited by Carolyn P. Yoder, Honesdale, PA: Boyds Mills Press, 2003.

Image credit: Mount Vernon Ladies' Association

# The Young George Washington Retires

After the Braddock campaign Washington was put in charge of Virginia's troops. He served in this position for three years, resigning his commission in 1758. Washington and his troops had just taken over the site of Fort Duquesne from the French, and he was in poor health.

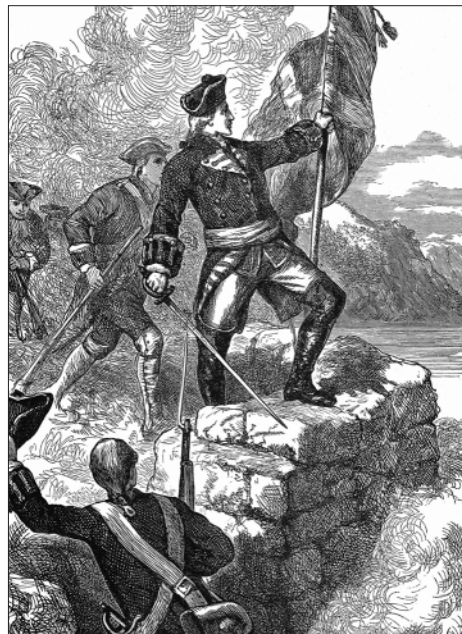
Upon his retirement, Washington's officers composed a farewell to him. They did not want him to retire. Washington replied to them in January 1759. The following excerpt from the "Remarks" deals with their farewell address and Washington's reaction.

## Original

*The solicitation of the Troops which he commanded to Continue—their Affecte farewell address—to him, when they found the Situation of his health and other circumstances would not allow it affected him exceedingly and in grateful sensibility he expressed the warmth of his attachmt to them on that, and his inclination to serve them on every other future occasion.*

## Adaptation

In their affectionate farewell address, the troops asked him to continue to command, but they realized that his health and other circumstances would not allow it. This affected him greatly. He was grateful and expressed his warm attachment to them and told them that he would be inclined to help them in the future.



## Scaffolding Questions

- 1 How did Washington feel about the men who served under him?
- 2 How would this affect his success later in life?

## Becoming GEORGE WASHINGTON

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Text credit: French and Indian War 250, Inc. gives special thanks to the Fort Ligonier Association for permission to reprint portions of the "Remarks" manuscript, which was generously donated to Fort Ligonier by the Laurel Foundation, Suzy and Jim Broadhurst, and Diane and Glen Meakem.

Image credit: The Granger Collection, New York

# Washington Takes Command

*Address to the Continental Congress, June 16, 1775*

After the Braddock campaign, Washington went on to command all of Virginia troops and to serve in Virginia's House of Burgesses. When the British started taxing the colonies in the mid-1760s—to pay for the soldiers now stationed in former French forts won during the French and Indian War—tensions between colonists and “mother country” increased. Washington had resigned from the military by this time and was now a family man, farmer, and local politician. He became caught up in the tensions, however. In the 1770s, Washington traveled to Philadelphia to serve as a delegate to the first two Continental Congresses. During the second congress, he was unanimously chosen as commander of the Continental Army.

## Original

*Mr President, Tho' I am truly sensible of the high Honour done me in this Appointment, yet I feel great distress, from a consciousness that my abilities & Military experience may not be equal to the extensive & important Trust: However, as the Congress desire I will enter upon the momentous duty, & exert every power I Possess In their service & for the Support of the glorious Cause: I beg they will accept my most cordial thanks for this distinguished testimony of their Approbation.*

## Adaptation

Mr. President, though I am truly aware of the high honor of this appointment, yet I am a little uneasy because I know my abilities and my military experience might not make me the right person for this position. However, as the congress desires it, I will take on this important position and exert every power I possess in the service and support of this glorious cause [independence]. I hope you accept my thanks for your belief in me.

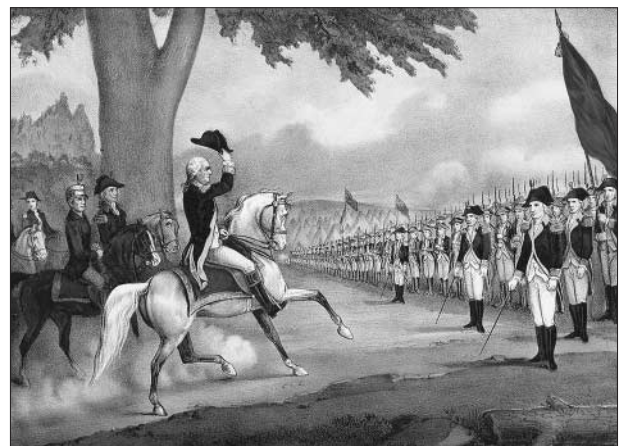


## Scaffolding Questions

- 1 Why was Washington uneasy about accepting this position?
- 2 How would this attitude affect Washington's success?

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Text credit: From The Papers of George Washington: Revolutionary War Series I: June-September 1775. Courtesy of University Press of Virginia, 1985.

Image credit: Mount Vernon Ladies' Association



# Washington in Command

*Circular to the New England States, January 5, 1781*

Commanding the Continental Army was no easy task. Washington had to deal with undisciplined troops, lack of supplies, desertion, harsh weather, defeat, money issues, and a sometimes-unresponsive Congress. In this excerpt, Washington has been at war for almost six years. He has been reminding Congress about his troops' poor conditions since the war began and decides now to approach the individual states without the "authority of Congress" for adequate supplies and reimbursement.

## Original

*It is not within the sphere of my duty to make requisitions, without the Authority of Congress, from individual States: but at such a crisis, and circumstanced as we are, my own heart will acquit me, when once for all I give it decidedly as my opinion, that it is in vain to think an Army can be kept together much longer, under such a variety of sufferings as ours has experienced: and that unless some immediate and spirited measures are adopted to furnish at least three Months pay to the Troops in Money that will be of some value to them; And at the same time ways and means are devised to cloath and feed them better (more regularly I mean) than they have been, the worst that can befall us may be expected.*

## Adaptation

I am not supposed to make recommendations to the states without the authority of congress. But at such a crisis and with the circumstances we are in, my own heart will acquit me. I feel strongly that it is wrong to think that the Army can be kept together much longer after all we have experienced. Unless some immediate and powerful measures are adapted to provide at least three months pay to the troops that will have some value to them. And at the same time if some ways and means are not devised to clothe and feed them better—more regularly—than they have been, then the worse will definitely happen to us.



## Scaffolding Questions

- 1 Why do you think Washington felt an obligation to his troops?
- 2 How would this sense of responsibility affect Washington's success?



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Image credit: Mount Vernon Ladies' Association

# President Washington

*Second Inaugural Address, March 4, 1793*



Less than four years after he returned home from the war, Washington traveled to Philadelphia where he led the Constitutional Convention. Two years later, he was unanimously selected as the nation's first president, choosing to serve only two terms (1789-97). The portrait on Student Resource Page 20 was painted in 1796. The next year, in March 1797, George and Martha Washington retired to Mount Vernon.

## Original

*Fellow-Citizens: I am again called upon by the voice of my Country to execute the function of its Chief Magistrate. When the occasion proper for it shall arrive, I shall endeavour to express the high sense I entertain of this distinguished honor, and of the confidence which has been reposed in me by the people of United America.*

*Previous to the execution of any official act of the President, the Constitution requires an Oath of Office. This Oath I am now about to take, and in your presence, that if it shall be found during my administration of the Government I have in any instance violated willingly, or knowingly, the injunction thereof, I may (besides incurring Constitutional punishment) be subject to the upbraidings of all who are now witnesses of the present solemn Ceremony."*

## Adaptation

Fellow- Citizens I am again called upon by my country to serve as chief magistrate [president]. When the proper time comes I shall attempt to express how deeply I feel about this distinguished honor and of the confidence the people of the United States have placed on me.

Before the President officially takes office, the Constitution requires an oath of office. This oath I am now about to take in your presence. But if it is found during my administration that I willingly or knowingly ever broke the oath, I should (besides bringing about constitutional punishment) be subject to the criticism of everyone who witnesses this important ceremony.



## Scaffolding Questions

- 1 How did Washington view the position of president?
- 2 How would his view affect his success?



Image credits: Mount Vernon Ladies' Association

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# “George Washington” by Gilbert Stuart

In 1796 well-known American artist Gilbert Stuart painted President George Washington for Senator William Bingham and his wife, Anne. The Binghams wanted to give the painting to British Lord Lansdowne, a friend to the Patriot cause. The original painting and copies made by Stuart are known as “the Lansdowne portraits.”



## Scaffolding Questions

- 1 What does Stuart’s painting tell you about Washington and the way he chose to be portrayed?
- 2 What does this say about Washington’s success?

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Image credit: The Granger Collection, New York



**Image 11**

# George Washington, 1772

*"George Washington" by Charles Willson Peale*



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*Image credit: The Granger Collection, New York*

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**Image 12**

# George Washington, 1796

*"George Washington" by Gilbert Stuart*



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Image credit: The Granger Collection, New York

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## **Student Resource Page 14**

### **Guided Reading Questions**

- 1 Why did Washington want to warn Colonel Mercer?  
*(He was concerned because he heard gunfire and then silence. Washington probably was worried too, because it was dusk and visibility was not good.)*
- 2 Why did Mercer's troops attack Washington's troops?  
*(Some of Mercer's troops had not gotten word that Washington's troops were approaching. They mistook them for the enemy.)*
- 3 What did Washington do to stop the "friendly fire"?  
*(Realizing that one group of Virginians was firing on another, he ran between the two sides with his sword raised. Using his sword, he hit the gun barrels up so that the soldiers were firing into the air instead of at one another.)*

## **Student Resource Page 16**

### **Scaffolding Questions**

- 1 How did Washington feel about the men who served under him?  
*(He felt close to them and told them that if need be he would help them in the future.)*
- 2 How would this affect his success later in life?  
*(Washington's feelings toward the people who served under him—as commander in chief of the army and country—made him a compassionate leader. People tended to be loyal to him because of his concern.)*

## **Student Resource Page 17**

### **Scaffolding Questions**

- 1 Why was Washington uneasy about accepting this position?  
*(Washington recognized that it was an important position and that it was an honor to be chosen for it, but he was unsure that he was the right person for the position. He pointed to his abilities and military experience.)*
- 2 How would this attitude affect Washington's success?  
*(Washington was humble and realistic at the same time. He was also more concerned with the "cause"—serving his country—than with satisfying himself.)*

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## **Student Resource Page 18**

### **Scaffolding Questions**

- 1 Why do you think Washington felt an obligation to his troops?  
*(He felt that the army had suffered hard times and needed monetary support, clothes, and food. He also feared that the army might not be kept together much longer without these.)*
- 2 How would this sense of responsibility affect Washington's success?  
*(Washington's concern for both his troops and the cause made him a compassionate, realistic, and successful leader.)*

## **Student Resource Page 19**

### **Scaffolding Questions**

- 1 How did Washington view the position of president?  
*(He felt that it was an honor to serve the people. He also felt that it was an honor that they believed in him. As a result he felt obligated to the people.)*
- 2 How would his view affect his success?  
*(Washington was concerned with his responsibilities and was intent on doing a good job—for the country and its people. Again, he appears compassionate, selfless, and realistic at the same time.)*

## **Student Resource Page 20**

### **Scaffolding Questions**

- 1 What does Stuart's painting tell you about Washington?  
*(It shows a stately, confident Washington in a somewhat realistic and symbolic setting. Washington is shown as a leader, in a fancy suit, holding a sword, and surrounded by pen, papers and books. He is also not looking at the viewer but away - as if he is thinking of important matters. Unlike earlier paintings, Washington is shown in full figure, not in uniform, in action, or on horseback. This painting was also done by Stuart as a gift to an important British friend of the American cause. The painting points to the importance of Washington in the cause.)*
- 2 What does this say about Washington's success?  
*(This painting shows a powerful man who has reached a pinnacle of success. He was secure in his reputation and abilities. Washington served his country for most of his life. He appears satisfied, that his country is now on a firm path. His job was done and he could retire, which he did the following year.)*